



# ANALYTICAL VIEWS ON THE ENROLMENT TRENDS DAVAO CENTRAL COLLEGE

<sup>1</sup>Cherry D. Aparicio, MBA CAR, <sup>2</sup>Ramil Fernando S. Brucal, MBA,  
<sup>3</sup>Evangeline Z. Calabucal, MBA, <sup>4</sup>Anabella L. Macaraya, MM,  
<sup>5</sup>Marielou C. Manglicmot, DBM, <sup>6</sup>Matias L. Mercado Jr. MBA  
<sup>7</sup>Jobyna A. Pesidas, MBA

<sup>1</sup>Faculty, <sup>2</sup>Faculty, <sup>3</sup>Faculty, <sup>4</sup>Faculty  
<sup>5</sup>Dean-CBA, <sup>6</sup>Faculty, <sup>7</sup>Faculty

<sup>1</sup> College of Business Administration, Toril, Davao City, Philippines

<sup>2</sup> College of Business Administration, Toril, Davao City, Philippines

<sup>3</sup> College of Business Administration, Toril, Davao City, Philippines

<sup>4</sup> College of Hospitality Mgt. Education, Toril, Davao City, Philippines

<sup>5</sup> College of Business Administration, Toril, Davao City, Philippines

<sup>6</sup> College of Business Administration, Toril, Davao City, Philippines

<sup>7</sup> College of Business Administration, Toril, Davao City, Philippines

This study addressed the understanding of the analytical views on the enrolment trends in Davao Central College located in Toril, Davao City, Philippines for the last six (6) years through concurrent parallel approach. A triangulation mixed method design was used. The main aim of this study is to analyze view on enrolment trends as perceived by internal stakeholders (students and employees). The study also intends to determine the student's overall retention rate and by program. Moreover, the study also intends to determine the reasons why students enrol, and drop from the school. Finally, the study also aimed to generate new ideas and knowledge that may serve as basis for the increasing and sustaining the enrolment of the courses. It is expected that the results of this study would give benefits both in the school and in the industry which may lead to becoming better strategic partners in supplying competent graduates needed in the business industry. Interestingly, both qualitative and quantitative results revealed that several factors has contributed to student's enrolment and dropping from their courses. Qualitative themes developed are in the direction of supporting the quantitative findings of the study paving the way for a successful concurrent parallel study approach

Keywords: *Enrolment trends, analytical views, and concurrent parallel study approach*

## Background of the Study

The pandemic brought about by COVID-19 was expected to affect delivery of education in different parts of the world. The World Health Organization (2020) mandated the closure of schools considering that campuses hold huge number of students at a time, during class days. This was expected to diminish students' population. However, the new instruction delivery modalities may have eased some of the difficulties that the pandemic has created. Enrolment figures then are very interesting topic for research

The Department of Education of the United States (2021) reported “steep drops” in the enrolment in community colleges throughout the country. Average drop was 10.1 percent in 2020. Even high school enrolments in community colleges were also hit hard with average decrease of 13.2 percent also in 2020

In Indonesia, Yamin (2020) reported that the pandemic's poor economic impact led in a decline in enrolment in private universities. Although there was a decline in public universities, the results were insignificant when compared to private institutes of higher learning. Almost half of private universities report a 50 percent drop in new student enrolment. "In February 2020, the Education and Culture Ministry's Directorate of Higher Education (DIKTI) announced that 12 private universities in Jakarta had closed due to a lack of students and other issues."

In the Philippines, the Philippine Association of State Colleges and Universities (PASUC) estimated that 44,069 college students from state universities and colleges (SUCs) would be unable to enrol for the academic year 2020-2021 due to the COVID-19 pandemic (The Philippine Star). "Among the reasons cited were fear of contamination, financial difficulties, a lack of gadgets, and a distance from home to school."

This study describes the enrolment trends in Davao Central College (DCC) from 2015 to 2021 (First Semester). This also identifies the reasons why students chose to enroll in this school

### Research Objectives

The main objective of this study is analyze view on the enrolment trends of DCC during the last six years. Specifically, it has the following specific objectives:

1. To determine the differences in enrolment by department, and per school year;
2. To describe the enrolment trends from School Year 2015-2016 to School- Year 2021-2022 (1<sup>st</sup> Semester);
3. To determine the student's overall retention rate and per program
4. To enumerate the reasons for students to enroll at DCC; and
5. To identify the reasons for students to drop and re-enroll and to leave school without finishing the program.

## METHODS

### Research Design

The Mixed Research design specifically the concurrent parallel design was used in this study. This design enables the researchers to have a better understanding of the problem and yield more complete evidence coming from both qualitative and quantitative data. It gives the investigator the opportunity to gain both depth and breadth in analyzing the views on the trends of enrolment in DCC.

### Locale of the Study

The study was conducted at Davao Central College where the students are enrolled. DCC is a private institution offering, basic, secondary and tertiary education. It is located at Don Juan de la Cruz, Toril, Davao City.

The following are the academic departments of DCC: Arts and Sciences, and Education (combined to become CELA), Criminal Justice Education, Hospitality Management (formerly Hotel and Restaurant Management), Accounting Technology (once merged with Business Administration and later dissolved).

The gathering of the quantitative data was done in the Registrar's Office which is at the Main campus of the school. Interviews were done with students who came to the campus to enroll, pay their school bills, get documents, raise problems, and get hard copies of their worksheets.

## Statistical Tools Used

Descriptive statistics specifically frequency and percentage were used to analyze the enrolments of DCC for the past six years.

For the qualitative analysis, thematic analysis was used to describe the data gathered.

## RESULTS

### Enrolment Trends per School Year for the Last Six Years

#### Enrolment trends of First Semester

In terms of first semester enrollment, results showed that enrollment per school year are erratic showing varying number of enrollees per school year. As can be noted in Chart 1, the highest enrolment figures occurred during SY 2015-2016 with 2,633 enrollees across department, followed by the present SY 2021 -2022 with 2,490 enrollees, then SY 2016 -2017 with 2,283 enrollees, then by SY2019-2020 with 2,247 counts. The lowest enrollment figure can be established during SY 2018-2019 with 1,723 counts

#### Enrolment Trends of Second Semester

Enrolment trends during the second semester (Series 2) for six (6) year period showed that enrolment varies per school year with SY 2015-2016 showing the highest number of enrolment with 2494 counts, followed by SY 2016 -2017 with 2193 counts, then by SY 2019 – 2020 with 2036 counts. SY 2018-2019 has the lowest figure for enrolment with 1,633 counts and followed by SY 2017 – 2018 with 1744 counts.

#### Enrolment per Program

##### First Semester Enrolment Trends per Program

Shown in chart 2 with data coming from Table 7.1 are the enrolment data per program for the past seven years. In terms of first semester enrolment, results showed that the Education Department (BSED and BEED) has the highest combined number of enrollees for the last seven years with an aggregate total enrolment of 5,059 or 38.13 percent broken down as follows: 787 for SY 2015-2016: 777 for SY 2016 – 2017: 664 for SY 2017 – 2018: 671 for SY 2018 – 2019: 715 for SY 2019 – 2020: 628 for SY 2020 – 2021; and 817 for SY 2021 – 2022. It should be noted that the highest enrolment figure was recorded during the current SY 2021 - 2022 despite the pandemic with 817 counts and its lowest was recorded during SY 2020 – 2021 with 628 counts.

The Program with the second highest combined total enrolment for the past seven years is the BSBA Program with 3,144 counts or 23.70 percent and broken down as follows: 412 for SY 2015 – 2016; 413 for SY 2016 – 2017; 387 for SY 2017 – 2018; 416 for SY 2018 – 2019; 512 for SY 2019 – 2020; 421 for SY 2020 – 2021; and 583 for SY 2021 – 2022. The highest number of enrollee is during SY 2021 -2022 with 583 counts while the lowest SY 2017 -2018 with 387 counts.

Moreover, the Program with the third highest accumulated number of enrollees for the last seven years is the Criminal Justice Program with a total count of 3,065 enrollees or 23.10 percent and broken down as follows: 321 for SY 2015 – 2016; 310 for SY 2016 – 2017; 290 for SY 2017 – 2018; 349 for SY 2018 – 2019; 509 for SY 2019 – 2020; 509 for SY 2020 – 2021; and 777 for SY 2021 – 2022

Furthermore, the Program with the fourth highest accumulated number of enrollees goes to BSIT Program with 1,036 counts or 7.81 percent and broken down as follows: 216 for SY 2015 – 2016;

227 for SY 2016 – 2017; 157 for SY 2017 – 2018; 119 for SY 2018 – 2019; 136 for SY 2019 – 2020; 69 for SY 2020 – 2021; and 112 for SY 2021 – 2022; and 196 for SY 2021 – 2022

Finally, the Program with the lowest combined number of enrollees is the Hospitality Management with a total count of 963 over the last seven years and broken down as follows: 133 for SY 2015 – 2016; 145 for SY 2016 – 2017; 140 for SY 2017 – 2018; 84 for SY 2018 – 2019; 128 for SY 2019 – 2020; 137 for SY 2020 – 2021

### Second Semester Enrolment Trends per Program

In terms of second semester enrolment, results showed that the Education Department (BSED and BEED) has the highest combined number of enrollees for the last seven years with an aggregate total enrolment of 4,079 or 40.03 percent broken down as follows: 794 for SY 2015-2016; 773 for SY 2016 – 2017; 600 for SY 2017 – 2018; 606 for SY 2018 – 2019; 715 for SY 2019 – 2020; 591 for SY 2020 – 2021. It should be noted that the highest enrolment figure was recorded during the SY 2015-2016 with 794 counts and its lowest was recorded during SY 2020 – 2021 with 591 counts.

The Program with the second highest combined total enrolment for the past seven years is the BSBA Program with 2,481 counts or 24.35 percent and broken down as follows: 441 for SY 2015 – 2016; 415 for SY 2016 – 2017; 347 for SY 2017 – 2018; 405 for SY 2018 – 2019; 505 for SY 2019 – 2020; and 368 for SY 2020 – 2021. The highest number of enrollee is during SY 2019 -2020 with 505 counts while the lowest SY 2017 -2018 with 347 counts

Moreover, the Program with the third highest accumulated number of enrollees for the last seven years is the Criminal Justice Program with a total count of 2,081 enrollees or 20.42 percent and broken down as follows: 315 for SY 2015 – 2016; 304 for SY 2016 – 2017; 246 for SY 2017 – 2018; 323 for SY 2018 – 2019; 466 for SY 2019 – 2020; 427 for SY 2020 – 2021. The highest number of enrollee is during SY 2019 -2020 with 466 counts while the lowest SY 2017 -2018 with 246 counts.

Furthermore, the Program with the fourth highest accumulated number of enrollees goes to BSIT Program with 805 counts or 7.90 percent and broken down as follows: 221 for SY 2015 – 2016; 205 for SY 2016 – 2017; 147 for SY 2017 – 2018; 97 for SY 2018 – 2019; 90 for SY 2019 – 2020; 45 for SY 2020 – 2021.

### DCC Enrolment Retention Rate

Overall results revealed that the retention rate of DCC enrolment over the six year period is 91.75 percent which is satisfactory.

Enrolment retention rate per program revealed that Hospitality Management has the highest retention rate with + 11.35 percent which signifies that the program was able to sustain its number of enrollees regardless of semester. The BEED Program under Education and the BSBA Program came in close with a retention rate of 97.10 percent and 96.76 percent respectively. The BSED Program followed with a retention rate of 93.76 percent, then followed by the Criminal Justice Program with 91.50 percent. Lagging behind is the BSIT Program with a retention rate of 83.19 percent

### Reasons for Students to Enroll in DCC

Thematic analysis conducted on the responses given by the participants where several themes were extracted and the themes included quality education, good reputation, affordable tuition fee, location, and peer and family influence

### Reasons why Students Dropped and Leave School without Finishing the Program

There were several reasons gathered as to why some students dropped and leave school without finishing their Program

There were six themes that were extracted and these are pandemic period, financial constraints, work pressure, learning modality, personal, and trending

The Joint Display of Salient Qualitative and Quantitative Data

Data integration is merging converging on the reasons for dropping and reduce enrolment. Quantitative data showed that enrolment generally dropped during the second semester and qualitative responses from the participants showed that some of them stopped schooling during the second semester to work and save for the next semester. This is also supported by the perspective view of the personnel from the Registrar's Office.

## Conclusions

The following conclusions were derived from the findings of the study:

1. Student's enrollment trend is erratic during the past seven years. Decrease in enrollment during the 2<sup>nd</sup> semester is consistent for the seven year period.
2. In terms of first and second semester enrolment, results showed that the Education Department (BSED and BEED) has the highest combined number of enrollees for the last seven years, followed by BSBA Program, then by Criminology Program. The IT Program enrolment continuously dropped during the seven year study.
3. Overall results revealed that the retention rate of DCC enrolment over the six- year period is satisfactory. Enrolment retention rate per program revealed that Hospitality Management has the highest retention rate which signifies that the program was able to sustain its number of enrollees regardless of semester. The BEED Program under Education and the BSBA Program came in close second and third respectively.
4. Several themes were extracted as to why students enroll in DCC and the themes included quality education, good reputation, affordable tuition fee, location, and peer and family influence.
5. There were six themes that were extracted as to why students dropped and these are pandemic period, financial constraints, work pressure, learning modality, personal, and trending.
6. The joint integration salient quantitative and qualitative data is strong, indicative that the obtained quantitative and qualitative results strongly collaborated with each other.

## Recommendations

In view of the aforementioned findings and conclusions of the study, the following recommendations are hereby recommended for considerations:

1. An intervention must be developed to address some concerns of the students to stop specifically on influence of peers and study load. The Guidance office may design some intervention program for this.
2. A review of the current marketing program by the school must be conducted and adopt current marketing trends in the new normal.

3. A sustainability program must be developed so as to sustain the good image and reputation of the school, the high percentage in board examination.

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